

A
BEGINNER'S PRIMER
HARDING



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A BEGINNER'S PRIMER

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TORONTO

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A BEGINNER'S PRIMER

SUGGESTIONS TO TEACHERS

This book recognizes the needs of beginners in graded and ungraded schools. The child can use this Reader knowing only a few letters.

The silhouettes at the introduction of new letters suggest the sounds, as the initial sound of the picture name is in most cases accurate. Sound and letter symbol are associated from the first. Oral language, reading, and writing are closely related. Pupils learn to write from a real motive, a word being a symbol of thought.

There are no diacritical marks used, but ordinary printed forms only. The order is arranged in a carefully graded, progressive sequence of words, phrases, sentences, and short stories, containing interesting material which arouses thought-getting, feeling, and spontaneous expression. The direct form of expression is given prominence, as well as the narrative form. The irregular or non-phonetic words used are selected as being needed for simple sentence construction, and also as being those easily remembered when presented as exceptions soon after a principle has been developed.

Script should be used in blackboard work. Much exercise in writing from the Reader should be given the pupils as seat work. A teacher who believes in using print is not obliged to discard her own method, however.

The footnotes in small type, headed "Exercise," "Seat Work," "Games," are for the guidance of the teacher of many classes, who desires some definite outline which can be readily carried out.

The "Exercises" are descriptive of a method of developing and of testing individual progress.

The "Seat Work" is of a type which is useful and sensible, and is also of such a character that it can be examined by the teacher in a few minutes. Most of the "Seat Work" requires no material other than slates, paper, pencils, crayons, chalk, and blackboard. Some work requiring shoe pegs, letter cards, printed papers, scissors, and modelling material has been assigned. The silhouettes, being on the child's plane of interest, are very suggestive forms for modelling, for free cutting, and for mass drawing.

The "Games" are full of the play element called forth naturally in the lessons.

The whole book is based on the joys, enthusiasms, activities, and discoveries of the little child, and the teacher can develop inspiration and appreciation through her own living personality.

The pupils, having received the training outlined in "A Beginner's Primer," should be able to enter the First Reader intelligently and with a degree of freedom in grasping thought and in the expression of it.

"A Beginner's Primer" is based on the principles involved in the teaching of reading in the larger sense. These principles are demonstrated in the Teacher's Handbook, in which are detailed lessons and suggestions in sense training, in sound games, and in the presentation of new letters. Thought-getting from written or printed symbols, exercises in breathing and in distinctness of utterance, and developmental methods of stimulating expression, as related to the first school year, are also definitely considered.



A BEGINNER'S PRIMER



a a A

s s S

m m M

sam

am

mama

ma

Exercise. Pupils should use words in oral language work.

Seat Work. Make the letter **m** five times on a ladder.



t t T

mat

at

sat

ta

tat

tata

tam

mast

2 mats

a mat

a tam



Exercise. Pupils should use words from lists orally in sentences.

p p P

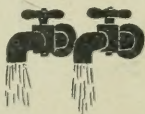


tap

sap

pa

papa



2 taps

a stamp

Seat Work. Make words by putting letters in the spaces.

sa -

sa -

pa -

ta -

ma - -

st - - -



n n N

pan
tan

man
nap

a pan
a man

o o O

a pot
a top

on
not

spot
mop



Phrases :

on a mat on a mast



Exercise. Pupils should use phrases in oral sentences, thus: "The cat is sitting on a mat."



Sentence :

Tom sat on a mat.

Exercise. Pupil whispers in his own words the sentence story ; next, he reads the written or the printed sentence expressively.





c c C

cat

cot

cost

can

cap

camp

a cap

a cot

Phrases :

on a cot

at camp



r r R

rat

rot

a ram

ran

trot

a trap

rap

crop

a tramp

Phrases :

at a rat

on a tramp

Sentence :

Pat ran at a rat.





e e E

men

tent

nest

met

sent

stem

pet

step

rests

Phrases :

on a nest

at a tent

a pet cat

ten men



Sentences :

Tom met Sam.

Nan rests on a cot.

Seat Work. Put a, o, or e in the spaces :

r - t

m - n

p - t

r - n

m - t

p - t





l i l

lap
let

lost
lamp

melt
slept



Sam lost a cap.
Nan lost a pet cat.
Tom slept on a cot.

Seat Work. Write the children's
names in these stories.



pin
lip
sit



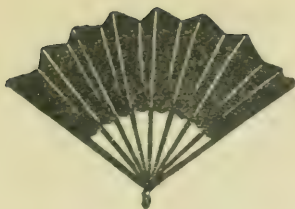
in
tip
Tim

i i l

a tin can
a tin pot
a tin pan

Tim sat in a tent.

Exercise. Pupils use words in original oral sentences, thus correlating word-recognition and language expression.



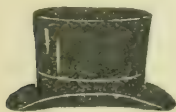
f F

fat
fast

lift
soft

a fat rat
a soft cot

Fan slept in a tent.
Fan ran fast.



h H

hat

hot

hit

him

is

his

has



Is it Tim?
Is it Nan?
Is it his hat?



Exercise. Question to be read *silently* by pupil, and its own *answer* in full statement to be whispered to teacher.

Pat has a soft hat.

the

the



the



the



Is it the cat?

Has Sam the top?

His hat is soft.

Ha! Ha! Ha!



W u U

cut

must

plum

fun

sun

pump

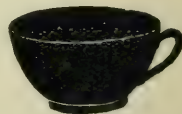
cup

hum

crust

Has Tim a nut?

Is it his cup?



Tom has the tan pup.

Fan is in the sun.



v v V

van

the van

vest

his vest

Has Tom a vest?
Sam is in the van.



have

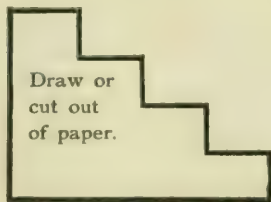
Have the men hats?

The men have vests.

Fan and Nan have the cat.

Exercise. Write these words on the steps :

is
his



has
have



b B

cab

bat

rob

tub

bit

rub

a hot bun

a blot

Is Fan in the cab?

Has Tom a rabbit?

The rat bit Tim.



come

some

Exercise. Teach O as u short; e silent.

Come, Tom!

Come, Fan!

Come let us run.

Nan has some buns.



Seat Work. Write 5 words with b.



d d D

lad
bed

nod
did

band
drum

a red hen



a tin lid

Action Exercise :

Hands up.
Stand up.



Had Fred a bat?
Did Dan lend Ted a cup?

Come, Don! Come and run.

Seat Work. Make words from d, i, o, e, r, b, h, n, l.



j i J

jam

just

jump

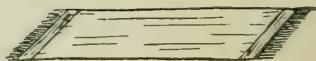
Is it Jim?

Can Jim jump?

The jam is hot.

Jim has come.

Fred is in Japan.



done

none

Exercise. Teach O as U short; e silent.

Don has none.

Jim and Dan have done.

Seat Work. Change a letter in these words:

sad

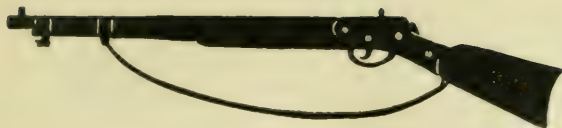
run

tub

bit

cat

tin



g g G

rug

dog

flag

rag

beg

gift

pig

get

grand

the big flag

on the log

Did Tom get the
bag?

Has Ned a dog?

Get up!

Fan, tag Nell!



Don is Tom's dog.

Fred has a fig.

Seat Work. Write the names of animals from this book.



w w W

wet

win

swim

west

wind

swept

a wet rug

in the wind



Can Fred swim?

Did Tom win?

Jim ran in the wind.

Fan will get wet.

was

The dog was lost.

It was the wind.



Seat Work. Write the children's names found in this book.



ry y Y

my
by

cry
dry

fly
sty

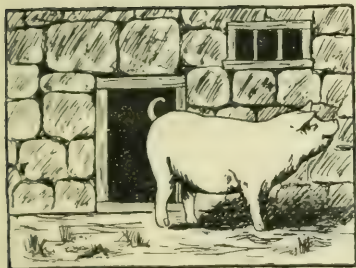
try
sly

my pug dog

by the sty

Has Fred my dog?

Is Sam's cap dry?



My, my, my!

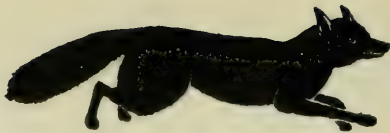
The pig is by the sty.

said

"Ha! Ha!" said Jim.

"Come!" said mama.

Seat Work. Make words beginning with w, g, d, b.



x X

box

wax

text

fox

six

next

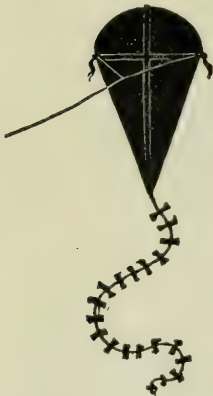
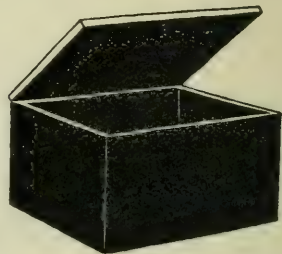
a sly fox

six flags

Was it a fox?

Fan is next.

A fly was in the box.



k k K

milk

ask

desk

silk

mask

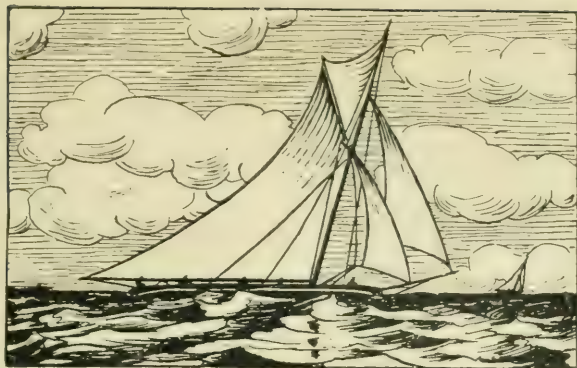
kiss

Has the cat some milk?

Mamma has a silk dress.

Seat Work. Use is, was, has in stories.

ny y Y



yes
yet

funny
happy

kitty
puppy

Is it windy?

Is Fanny happy?

Come, kitty, come! Yes, it is very dusty.



z z Z

buzz

fizz

zig-zag

“Z-z-z-z!” said the bee.

The fly can buzz.

The nag went zig-zag.

Seat Work. Write this new letter six times.

Silent e

tam

tame

hop

hope

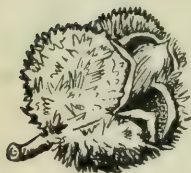
bit

bite

cub

cube

Exercise. Have pupils form second column from first :



cap

rip

rod

can



a ripe nut

a tame dog

Nell made a cape.

His dog can bite.



a

a

i

name

lane

pie

lame

gave

kite

made

cake

nine

late

slate

ride

a fine game

a lame man

Was Jim late?

Nell can make a cake.

I

I like pie.

I made a fine kite.



Seat Work. Write 3 words ending in

- ame

- ake

- ine

- ame

- ake

- ine

- ame

- ake

- ine

o

toe

Joe

home

cone

u

tune

June

cure

pure

e

here

Pete

blue

mule



at home
a blue dress

Come here,
Kate.

Pete has a mule.



Oh

so

no

go

Oh, I have it!

It is so hot.

No, I am not it.

Go and get the cat.

you

your

Exercise. Teach u long, y and o silent.

I like you.



I can jump. Can you?

Is your dog here?

Is your name Fan?

Your dog is a pug.

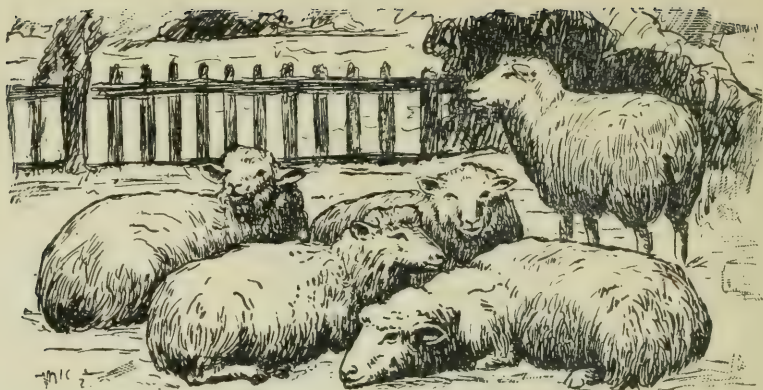
Your dress is blue.

I like your name.

Your kite is so big.



Seat Work. Make all the words you can containing the long sounds of a, o, e, i, u.



sh

fish

shed

shine

cash

shop

shore

ship

dish

shade

a big fish
on the shelf

a blue dish
on the shore

Is the fish on the dish?

Have you the cash?

“Hush!” said mamma.

Fan has a soft silk sash.

Some shun sunshine.



Seat Work. Write ten words beginning with **sh** and ten words ending in **sh**.

she he me we be

She has a blue sash.

We have apple pies.

Is the dog on the rug?

Yes, he is so fat he can not run.



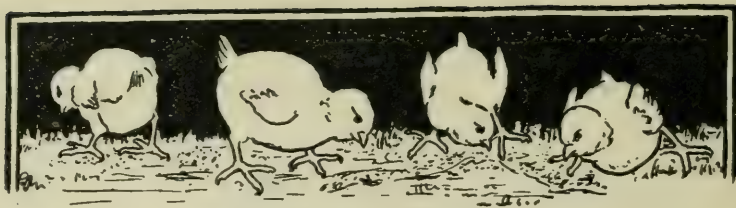
Will you be on the shore?

Yes, I shall be on the sand.

Will you be home in time?

Seat Work. Use these words:

she he me we



ch

chick

rich

chop

chin

such

chat

chap

chip

chest

Chick! chick! chick!

Come, chick! Come, chick!

Can you catch me?

Tommy hit his chin.

He is very rich.

Children like rich milk.

Seat Work. Draw houses and place the words that belong to one another in them:

is he you his come she your some



I am Kate's cat.

Catch me! Catch me!

Run, Jane! Run!

I can run fast.

Can you run fast?

I like Kate.

She gets me milk.

The milk is in a dish.

Kate pets me.

Have you a cat like me, Jane?



Seat Work. Draw pictures to match the words

cat dish milk Kate Jane



th (soft)

moth
bath

thin
cloth

path
thick

a hot bath

thin cloth



Is the robin on the path?

Is it a moth?

She is in the bath.

His thumb is sore.

The moth is in the cloth.

th (hard)

this then these
that them those

Is this your sash?

That is my sash.

Come with me, Jane

Seat Work. Outline with
pegs a tent on your slate and
write within, words at top of
page.





This is my dog.
His name is Don.
He can run fast.

He can jump.

He will run on the
path.

He will run up the
hill.



We have a tent.

He has a bed in the tent.

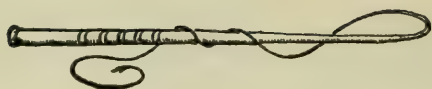
Come, Don! Come, Don!

You must not bite these chicks.

Run, chicks, run!

Then Don can not catch you.

Game. Let the children play the dog and the chicks.



wh

whip

why

when

which

whisk

whale

a white whip

the whisk

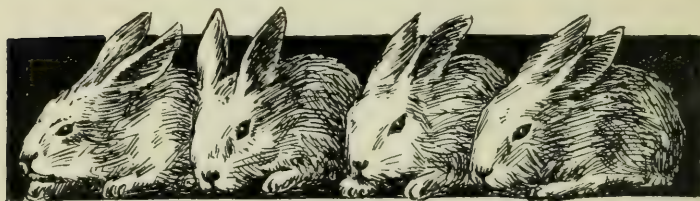
Is your cat white?

Tell me why you cry.

Which slate is yours?

That whisk is mine.

Ben likes white rabbits.



what

where

What is your name?

Where is Tom?

What is the time?

Where is the whisk?

Seat Work. Draw a **whip** and write the name.



What is that?

It is my white hat.
It fell in the pond.

Can you swim?

No, I can not swim.

So, I can not get my hat.

Where is Don?

Here Don, swim!

Get the white hat.

It will get wet.

You get it, Don.

Well done, Don!



Game. Play the two children and the dog.

Seat Work. Draw the story and write the names in the picture.



ng

string

song

ring

long

swing

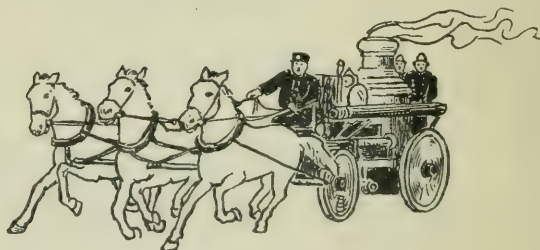
wing

sting

rang

king

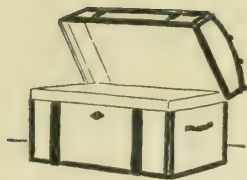
Bang, bang!
Clang, clang!
It is a fire.



Time is on the wing. It is spring.
Spring brings the robins back.

Have you some string, Jack?
I have none, Tom.

Seat Work. Draw the swing and the ring and write names.



nk

trunk
drink

bank
think

pink
thank

Frank has a donkey.

It is on the bank.

Frank can ride on its
back.

Jack gave Frank a drink.
He said, "Thank you!"

Seat Work. Write answers in full :

Have you a bank?

Have you a trunk?



Fill in the blanks :

— at the rink.

— on the bank.

— a donkey.

GAMES

Bring me the brush.

Get a drink, Nell.

(Write other names in turn.)

Sing a song.

Ring the bell.

Get some string.

Take off your ring.

Bring me the ink.

Will you have a drink?

Is that a trunk?

Have you a ring?

Did the bell ring?

Can you swing?

Seat Work. Make words in the **ng** family, in the **nk** family.



ai

ay

rain

chain

play

grain

tail

hay

say

sail

wait

clay

paid

afraid

Is this your chain ?

What did you say ?

The kitty is afraid.

Come kitty, play with me.

Come and play, Don.

Don is my dog.

We shall have a holiday on Friday.

I shall sail my ship.

Seat Work. Make from letters cut out of papers the words at the top of the page.

says

“Cluck, cluck!” says the hen.

“Baa, baa!” says the lamb.

“Buzz, Buzz!” says the bee.



Tom says his
dog can play
tricks.



pail

I have a tin pail.

It has sand in it.

The sand is white.

I like playing in
the sand.



Fanny says she likes it very much.

Seat Work. Outline a yard with pegs and write within the names of animals on this page.

ea

ee

eat

tree

peach

tea

wee

dream

dear

bee

please

beat

seed

sheep

Oh, dear! Oh, dear!

Fan said, "If you please."

Bo-Peep did not see the sheep.

Did you see the sheep?

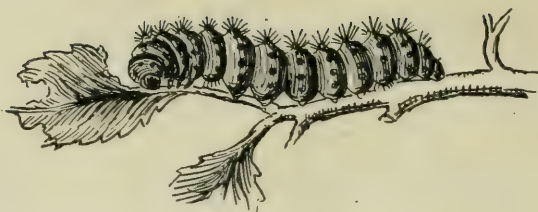
What is made from wheat?



"Wee, wee!" says the pig.

"Peep, peep!" says the chick.

Seat Work. Write 2 rows of words, **ee** in one, **ea** in the other.



A grub is on the leaf.

It is a green grub.

Can you see its feet?

It can eat the leaf.

I have a seed pod.

See, it has seeds in it.

The seeds can fly.

Fly off, seeds.

See them fly.

It is the milkweed pod.



Seat Work. Write the **ee** and **ea** words in these stories.



oa

goat

toad

boat

soap

coal

coat

oats

road

loaf

toast

oar

load

a white goat

in the boat

a very sore throat

Is this your coat?

Is that a toad?

Did you have some toast?

Ray has a boat.

He thinks it is fine.

See him sail it.

Its name is "Foam."



Seat Work. Draw Ray's boat and put name on it.



oo

broom

moon

goose

spool

boots

smooth

Have you a spoon?
Has the poor dog a bone?
Did you sweep the room?
Henny Penny met Rooster Pooster.



See this moth!
It came from this cocoon.
It can fly well.



Seat Work. Write about a goose, the moon, a spool.

do to who whose

Who is it?

Who can read?

Who can sing?

Whose dog is it?

Do you see the
moon?

Do you go to
school?

Do you like school? Why?

Who has been asleep in my bed?

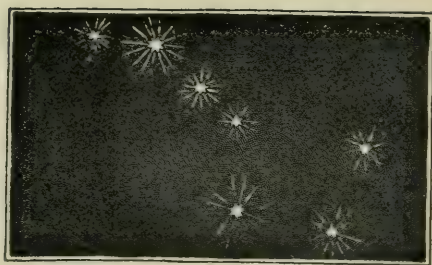
Who has been sitting in my chair?

Don, you must not bite the chickens

Do you hear me?



Seat Work. Write answers to three questions



ar

star

car

are

tart

far

sharp

farm

barn

party

charm

hard

garden

Is that my car?

Are you going to the party?

Is it far?

Stars are far up in the sky.

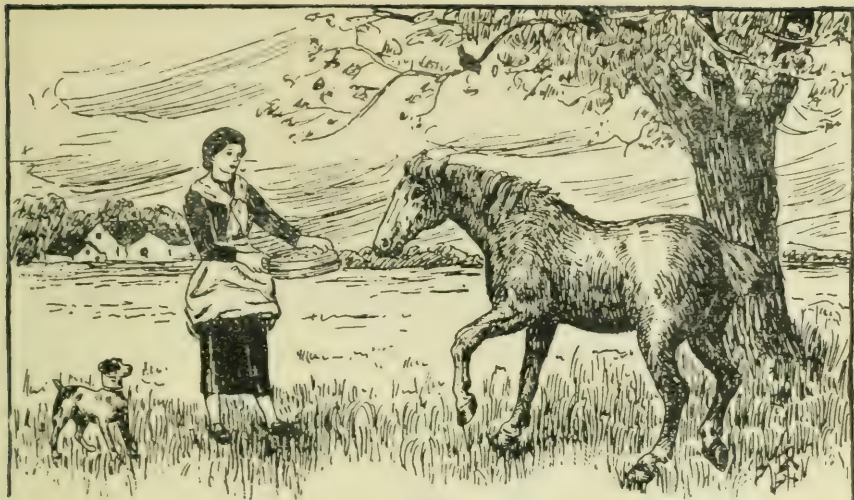
That is a big star.

Can you name a star?

Seat Work. Write the answers :

1. Tell me your name.

2. Do you like tarts?



or

horse

born

fork

fort

corn

north

cork

horn

short

I like to hear a child say, "Good morning."

Jack is a kind horse.

He likes corn to eat.

I ride on him to the fort.

I like to pet him.

He is a white horse. He is very strong.

Seat Work. Write six words with **OR**.



er

farmer

sister

letter

dinner

summer

mother

were

never

Where is your sister?

She is at her dinner.

Did you get a letter?

Yes, from my mother.

Where is Fan's kitty?

Her kitty is in the corner.

Seat Work. Write words with **er** and make sentences.



ir

sir

girl

birds

fir

first

third

dirt

chirp

thirty

stir

birth

shirt

I like to hear a child say, "Yes, sir."

I like to hear a girl say,
"Yes, mamma."



Fan is a dear girl.

She had her doll with her
in the chair.

Fan went to sleep.

She got her doll on her birthday.



ur

fur

purr

church

turn

hurt

turnip

curl

turkey

churn

burn

burnt

curly

What can purr?

What has fur on it?

Who likes to go to church?

This is my white kitty.

She has soft fur.

She likes me to rub her.

Then she says, "Purr! Purr!"

I must not hurt her.



Have you a kitty?

Seat Work. Make the words in list with letter cards.

ck

clock

black

peck

stick

cluck

pick

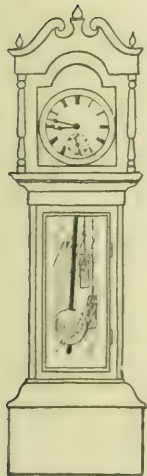
“Cluck! cluck!” said
the black hen.

Fan said, “Pick up
the wheat, Chick Lick
and Chick Pick!”



The chicks peck at the wheat.

Cluck! cluck! cluck!



Do you see the big clock?

The clock tells the time

Can you tell the time?

It tells us when to get up.

It tells us when to go to
school.

We must not be late.

We like school.

“Tick tock, tick tock!” says the clock.



C (soft)

race

mice

cent

face

rice

city

place

nice

pencil

a nice face

six cents

a fine race

my pencil

"Let us run a race, Don!" said Tom Tinker.

Jack: The ice is fine. Let us race. Come, Dick.

Dick: I can beat you, Jack.

Jack: The race is twice on the ice.

Dick: Go!

Jack: Hurrah! I am in first, Dick.

Dick: My, that was a fine race!

g (soft)

age
cage
page
rage

large
forge
gem
charge



Say a gem for us.

Have you ever seen a
forge?

I am glad to see you.
I am not in a cage.
I peck at the bark of trees.
I tap on the bark.
I tap with my bill.
I pick insects from the
bark.
I eat them.



Rat-a-tat-tat! Rat-a-tat-tat!
Who am I?

oy

toy
boy

oi

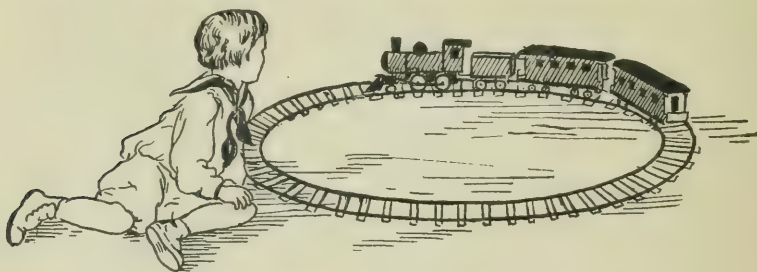
oil
soil

coin
voice

Boil, kettle, boil !
Burn, fire, burn !
What is in the kettle ?
Can you hear it boil ?



Jim is a nice boy.
He has a toy train.
He lets me play with his train.



It has an engine.
Do you see the whistle ?
It can make a noise.



THE STORY OF CHRISTMAS

Christmas is Christ's birthday.

He was born in a stable.

Wise men came from the east, and
rode on camels.

These men went to see the baby,
Jesus.

A star led them.

The wise men had gifts for the baby,
Jesus.

These were the first Christmas gifts.



OW

cow

brown

Bow wow!

down

flower

Meow!

See the brown cow!
 She is down in the pond.
 She drinks from the pond.
 We get milk from her.
 I like milk to drink.

I am a little brown baby.
 I live in a very hot place.
 We have no winter.
 My bed swings in the tree.
 I like flowers and birds.
 I get milk from the cow tree.





ou

our

mouse

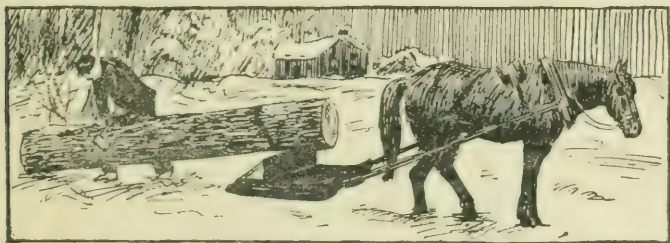
scout

sour

house

proud

I am a little mouse. My name is Fuzz.
I can jump and I can run.
I have a long thin tail.
I like cream. I like cheese.
I found a snug place for my nest.



See our house. Papa cuts down a tree.
Then we have logs.
Horses drag the logs to the house.
We burn the logs.

OW (long o)

snow

blow

bowl

crow

throw

scarecrow

It snows! It snows!
Have you seen snow stars?
See them on your coat.
Each star has six points.



I am a little Eskimo boy.
I live in the north.
Our house is made of snow and ice.
I have a sled. I dress in fur.
Papa has dogs. He can drive the dogs.

aw

au

caw

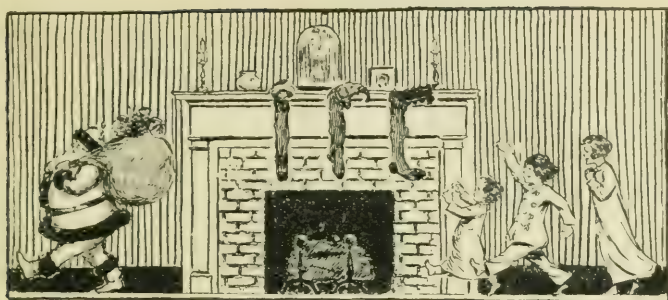
paw

Santa Claus

saw

draw

because



This is Santa Claus. How fat he is!
That is a big bag on his back.

Dear Santa Claus:

Will you bring
a drum for Fred,
a doll for Fan and
a kitty for me?

Your little girl,
Maud.

ew

new

few

mew

pew

A cat can mew.

Happy New Year!

I have a new pair of skates.

We have a few nuts yet.



Tom has a new pair of skates.

Santa Claus left them for him.

Tom cannot skate well yet.

The wind blew his cap off.

It was a new cap too.

ie

field
thief

piece
niece

pier
chief

Do you see the boat?

It is at the pier.

Papa is on that boat.

The boys are playing in
the field.

It is fun to play with
the kites.



Paul is tying a piece
of cloth to the tail of
his kite.

His kite is big.

Frank's kite is flying well.

ei

reindeer

sleigh

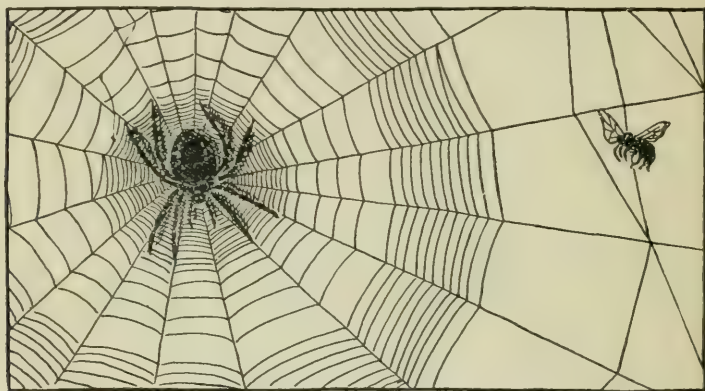
eight

How do you do, children!

Who are you? I am a reindeer.

I come from the land of snow.

I draw my master's sleigh.



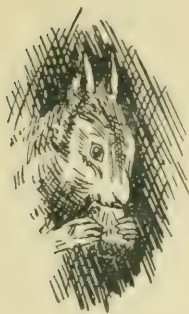
I am the spider who sat down beside
Miss Muffett.

I have baby spiders.

Each spider has eight legs.

A spider has more legs than you have.

I can spin a web.



qu

queen

quick

quack

squirrel

Oh Fred, see!

Quick! Quick!

What is it?

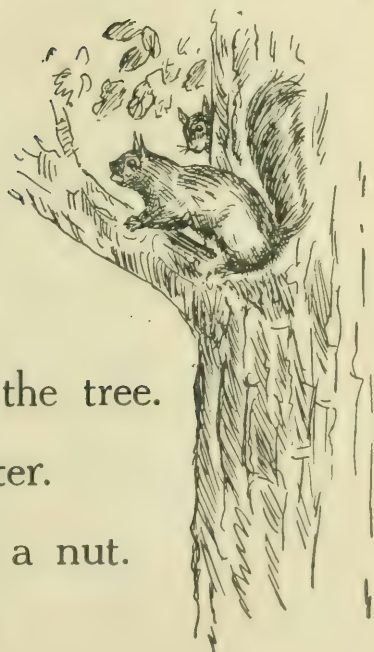
A big squirrel in a tree.

He lives in a hole in the tree.

He hides nuts for winter.

The squirrel can crack a nut.

I like to see him eat it.



SAY THESE

1. A big, black bug bit me.
2. He saw some gray geese.
3. The sun shines in the shop.
4. Who is it?
5. What is it?
6. Where is my wheel?
7. Which cap is yours?
8. Where is my white hat?
9. Can you whistle?
10. We had toast.
11. I lost my rest.
12. I am in the first class.
13. He hurt his fists.
14. My teacher trusts me.
15. Bring me some ice, not some mice.

Exercise. These oral sentences are to develop distinctness of utterance.

TELLING GAME

1. What is your name?
2. Where do you live?
3. Why do you go to school?
4. What game do you like?
5. What can a little girl do?
6. What can a little boy do?
7. Who lost their mittens?
8. Who lost her sheep?
9. Who sat in a corner eating pie?
10. Tell the name of a flower.
11. Tell the name of a bird.
12. Tell what you like to read.

- Exercise.**
1. One pupil may choose and ask a question, another may answer it.
 2. Those listening may tell by number which question was answered.
 3. Pupils may write the answers to certain questions, exchange work books, and others may read aloud.



What is this?

It is our flag.

Can you tell me its
name?

Yes, it is the Union
Jack.

What do you see in
the flag?

I see red.

I see white.

And I see blue.

“Be brave,” says the red.

“Be pure,” says the white.

“Be true,” says the blue.

So three cheers for the red, white and blue.

Hurrah! Hurrah! Hurrah!

Game. Let the class play soldiers, carrying the flag.

Seat Work. Draw or cut out flags and color.

